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ABSTRACT

A detailed description is provided of the variable, intraorganizational structure (IOS), which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The variable is defined; the questionnaires on which the variable is based are listed; the procedures used to scale the variable are explained; the distribution of the variable in the 156 individually guided education (IGE) schools which participated in phase I is described; and the internal consistency of the variable is reported. (Author/MH)

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Technical Report No. 479

PROCEDURES USED IN PHASE I OF THE IGE EVALUATION TO SCALE THE VARIABLE INTRAORGANIZATIONAL STRUCTURE

by Gary G. Price, Terence C. Janicki, Judith A. Howard, Deborah M. Stewart, Anne E. Buchanan, and Thomas A. Romberg

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Wisconsin Research and Development Center for Individualized Schooling

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Report from the Project on
Evaluation of Practices in Individualized Schooling

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Abstract

This report provides a specific discussion of a variable that is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. The name of the variable is Intraorganizational Structure (IOS). Included in this discussion is a verbal definition of the variable, a list of the questionnaire items on which the variable is based, a technical explanation of the procedures used to scale the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase I study, and the internal consistency of the variable. Most readers would find it useful to read Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation, before beginning this one.

Procedures Used in Phase I of the IGE Evaluation to Scale the Variable Intraorganizational Structure

This Technical Report provides a detailed description of the variable, Intraorganizational Structure (IOS). The description includes a verbal definition of the variable, a list of the questionnaire items on which the variable was based, and a technical explanation of the procedures used to scale the variable. The report also contains a description of the distribution and the internal consistency of the variable. This variable, among others, is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. Phase I, which is a study of 156 Individually Guided Education (IGE) schools, is the large sample part of the overall evaluation effort. Further explanation of the Phase I study and an explanation of the relationship of this variable to the Phase I analysis is given in Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation.

Verbal Definition of the Variable

Intraorganizational Structure (IOS) is a measure of certain aspects of the school's internal organization that are relevant to implementing IGE. Organizational structures within the school (Instructional Improvement Committee, Instruction & Research Units, etc.) are assessed

for characteristics such as membership composition, frequency of meetings, permanence of leadership, amount of release time made available for meetings, whether parents and others participate in the activities of such groups, whether agenda of meetings are kept, and how agenda are distributed. The existence and responsibilities of certain supplementary staff positions (IMC directors, student teachers, aides, and interns) are also assessed as part of the internal organization of the school.

Explanation of Variable-naming Conventions

This measure, like most of the variables used in Phase I of the IGE evaluation, is a composite of items taken from several different instruments. The names and identification numbers of the respective instruments are given in Table 1, along with other information. The instruments numbered 11, 17, 51, 52, and 53 were given to all staff members[1] of each school studied, and were to be filled out individually. One copy of Instruments 22, 25, and 26 was given to each of the I&R units[2] studied (two I&R units from each school, one that included second grade students and one that included fifth grade students). These instruments were filled out by the unit as a group, after they reached consensus.

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[1] Includes all professional personnel (i.e., not aides) assigned at least one-third time to the I&R unit in both the 1976-7 and 1977-8 school years.

[2] Includes all professional personnel (i.e., not aides) assigned at least one-third time to the I&R unit in both the 1976-7 and 1977-8 school years and directly involved in planning instruction for the unit students in reading, math, or language arts.

Table 1

Instrument Identification

Test booklet	Instrument	Instrument number	File	Respondent
General staff questionnaire	IGE implementation survey	11	H	School staff members
	Staff background	17	H	School staff members
	Assumptions regarding conditions of schooling	51	H	School staff members
	Job satisfaction survey	52	H	School staff members
	Assumptions regarding learning and knowledge	53	H	School staff members
Unit staff questionnaire	I&R structure and function	22	A,B	Unit as a group
	Record keeping and regrouping	25	A,B	Unit as a group
	Instructional time and objectives	26	A,B	Unit as a group
	Role of staff teacher	23	F,G	All unit teachers
	Instructional practices	24	F,G	All unit teachers
IIC questionnaire	IIC structure and function	21	C	IIC as a group
	Demographic background	16	C	IIC as a group
IGE schools questionnaire	IGE schools questionnaire	13	C	Principal

Instruments 23 and 24 were given to teachers of the I&R units studied and they filled them out individually. One copy of Instruments 16 and 21 was given to the IIC of each school, and was filled out by the IIC as a group. Instrument 13, a questionnaire about the entire school, was filled out by the principal of the school.

In order to keep track of information collected from different sources, it was necessary to develop some complex conventions for naming variables. Those conventions are explained here. The abbreviated name of each item and each variable contains eight or fewer characters, in order to be readable by computer. The first character of each item and variable name is a letter that indicates the case for whom the item or variable is a measure. In this discussion, variables include information from two or more questionnaire items or transformed information from one item. Items coming from a common source (i.e., the same respondents) were collected into a common data file whose name corresponds to the first letter in the names of all items collected in it. There were six such files. Those files, described in terms of the cases to which they pertain and in terms of their respective alphabetic codes, are:

A I&R units containing 2nd grade students (the I&R unit as a case).

B I&R units containing 5th grade students (the I&R unit as a case).

C The entire school as a case.

F Individual teachers of I&R units containing 2nd grade students.

G Individual teachers of I&R units containing 5th grade students.

H Individual staff members employed by the school.

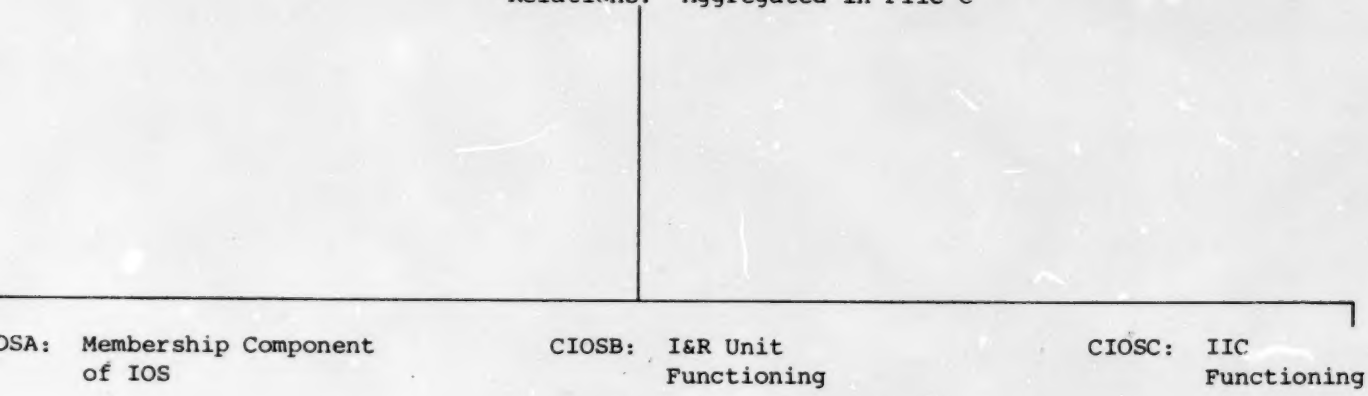
Item names. The second character in all item names is the letter "V," which distinguishes item names from names of other variables. The third and fourth characters in item names denote the number of the instrument of which the item is a part (see Table 1). The fifth, sixth, and seventh, and in some cases, eighth characters in item names contain the identification number of the item within the instrument. For example, Item number 1 from the Staff Background Questionnaire (Instrument 17), which was given to all members of the school staff, is named as follows:

HV17001
- Item number
- Instrument number
- Identifies this as an item
- File H (includes responses of individual staff members)

Variable names. Variable names, like item names, begin with an alphabetic code that indicates the cases to which they pertain. Following that first character is an abbreviation of two to four characters used by the evaluation staff to denote the major composite of which the variable is a constituent. Subsequent characters identify the position of the variable in the scaling operation, as diagrammed in Figures 1, 2, 3, and 4. For example, one of the constituents of the Intraorganizational Structure composite (IOS) is named as follows:

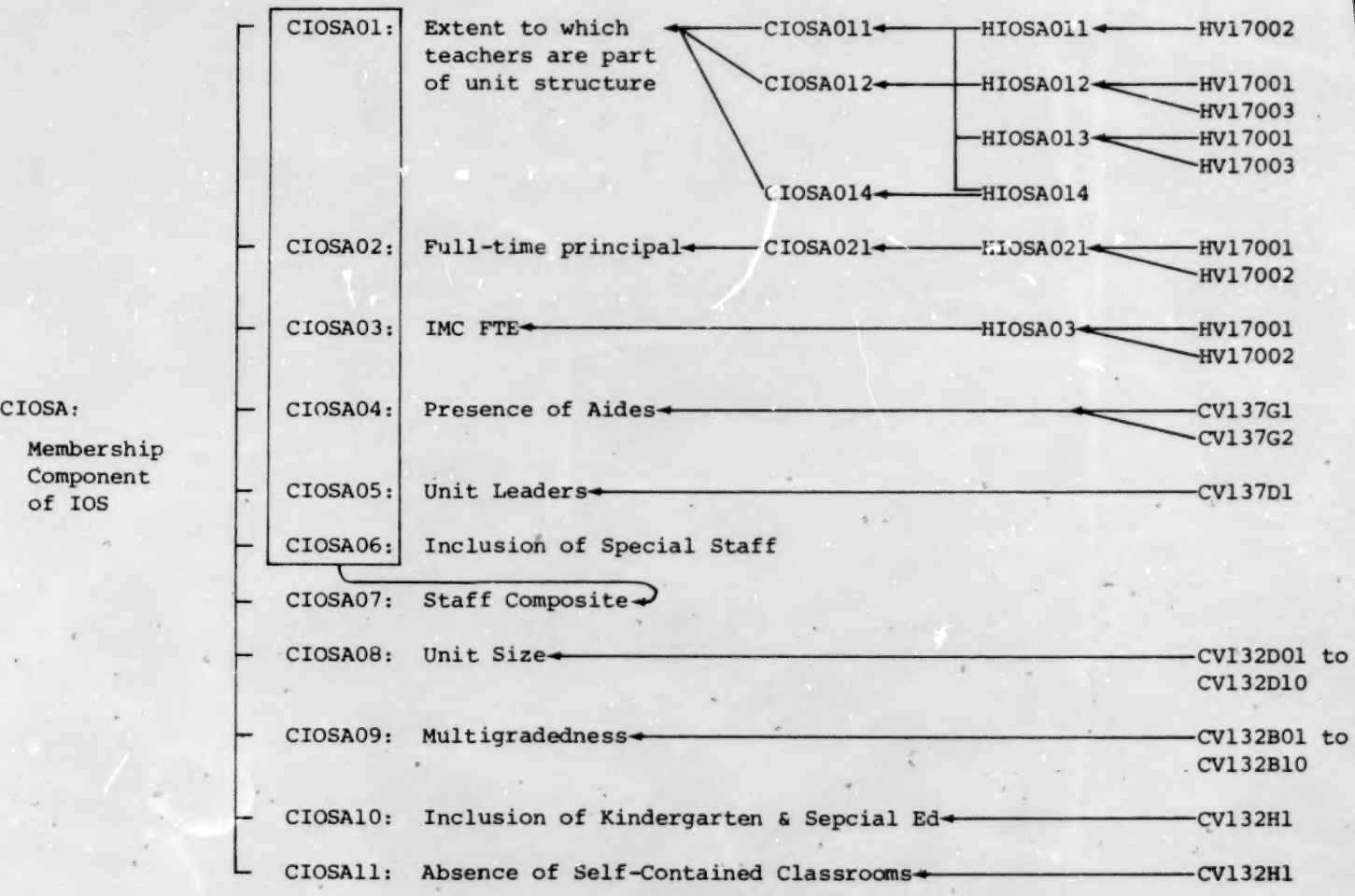
CIOSAO2
- Second indicator of Part A (whether principal is full time)
- Part A of IOS (personnel allocation and composition of I&R units)
- Composite name (Intraorganizational Structure)
- File C (includes measures of the school as a whole)

Some of the composites are measures of the school as a whole, whereas others are specific to both the I&R unit (2nd or 5th grade) and the subject area (math or reading). Composites that pertain to the school as a whole are: Interorganizational Relations (IOR), Pro-



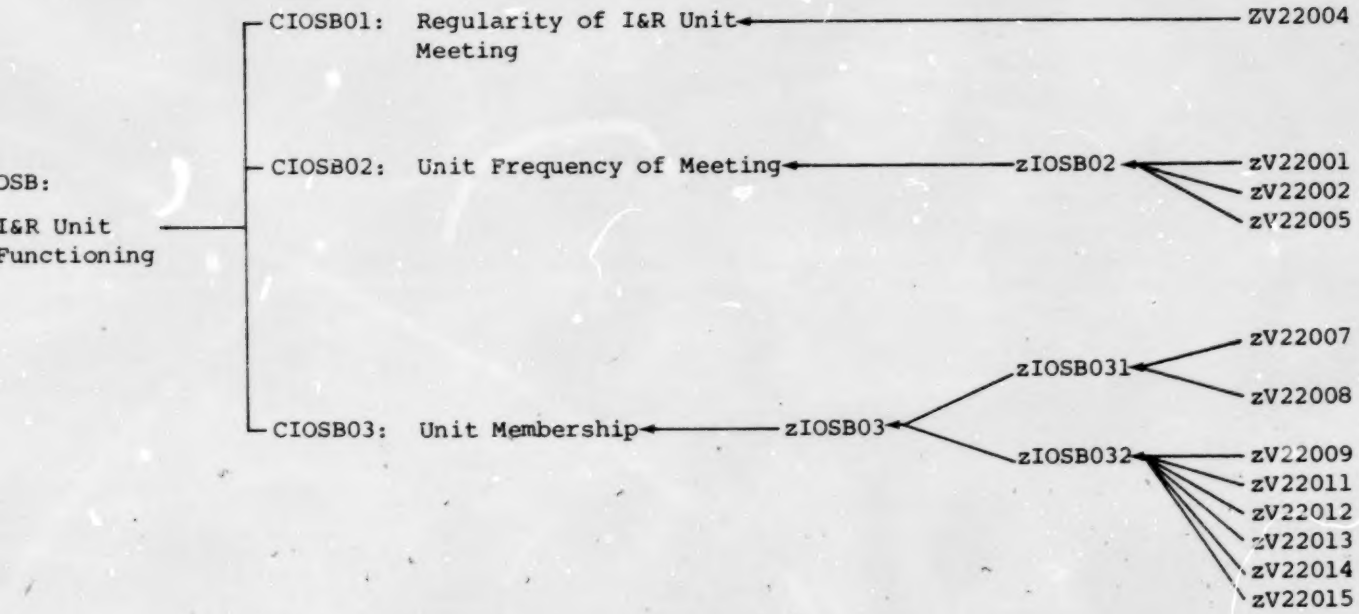
OS = .5(CIOSA) + .3(CIOSB) (30/22) + .2(CIOSC) (30/31)

gure 1. CIOS.



$$CIOSA = CIOSA07 + 3(CIOSA08) + CIOSA09 + .5(CIOSA10) + 2(CIOSA11)$$

Figure 2. CIOSA.



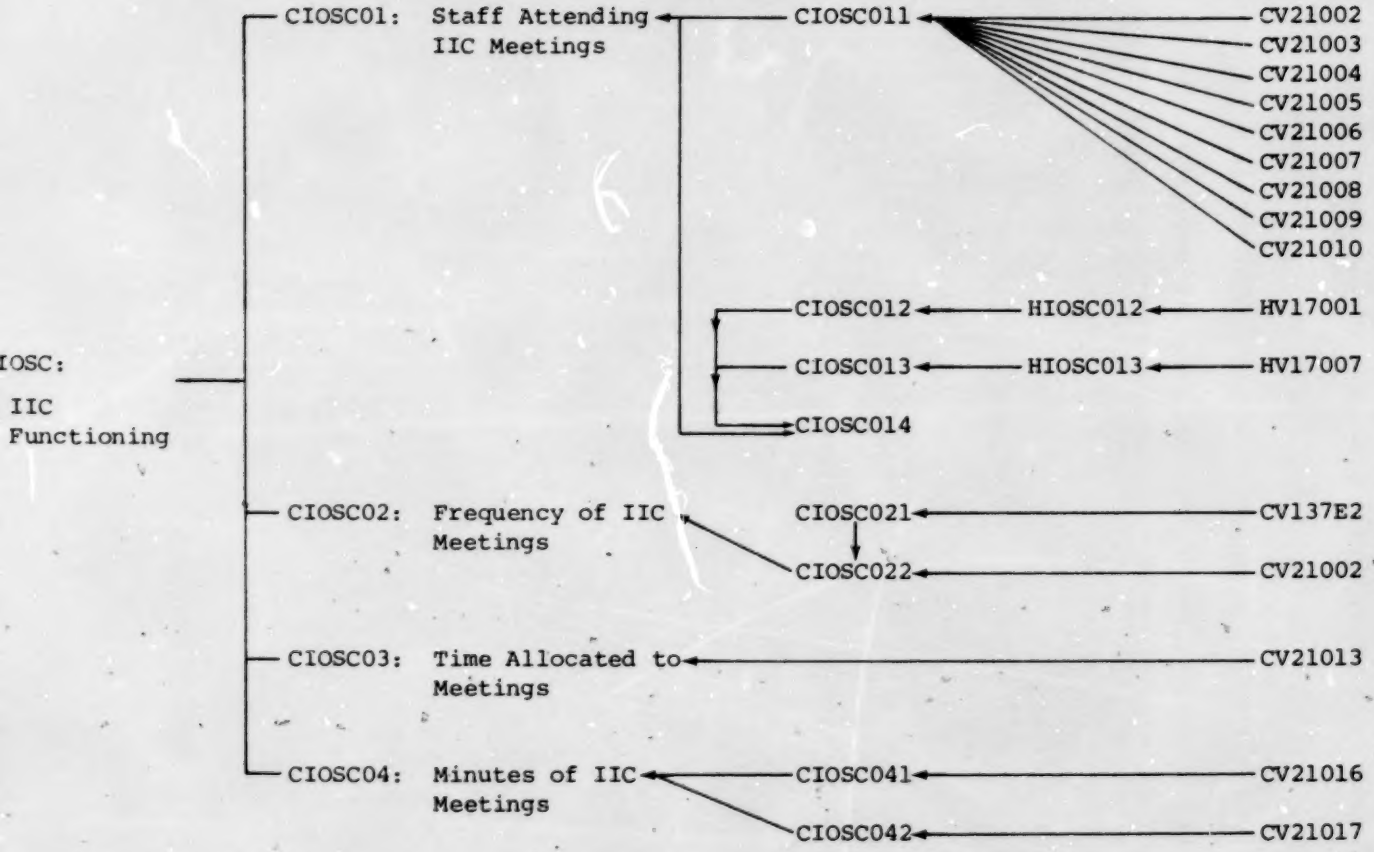
OSB:

I&R Unit Functioning

z = (A, B)

OSB = CIOSB01 + 2(CIOSB02) + CIOSB03

gure 3. CIOSB.



IOSC = CIOSC01 + 2(CIOSC02 + CIOSC03) + CIOSC04

igure 4. CIOSC.

cedures Fostering Coordination and Improvement of the School Program (GOSB), General Staff Background (GSB), Intraorganizational Structure (IOS), Belief in Individual Differences (INDIV), View of Learning: Constructivism vs. Behaviorism (CVSB), the School's Demographic Setting (DB), General Implementation of the Instructional Programming Model (GOSA), and Teacher Job Satisfaction (JOBSAT).

Composites that are specific to I&R unit and subject area are: Utilization of Curriculum Resources (UCR), Information Acquisition (IA), Individualization of Instructional Decisions (IDM), Management of Grouping and of Instructional Continuity (IE), Allocated Learning Time (ALT), and measures of student achievement. In the technical explanations of scaling, composites specific to the 2nd grade I&R unit begin with the letter "A"; composites specific to the 5th grade I&R unit begin with the letter "B." For brevity, a lower case "z" is used as the first letter wherever the explanation of scaling applies to both the 2nd and 5th grade I&R units.

Scaling Procedure

CIOS. CIOS, Intraorganizational Structure, is divided into three sections: part one, CIOSA, membership composition of the I&R units, IIC, and other groups; part two, CIOSB, I&R unit functioning; and part three, CIOSC, IIC functioning. The item pool from which CIOS was scaled is shown in Appendix A. Each of the three sections of CIOS was scaled as described below. (Appendix B contains the actual Statistical

Package for the Social Sciences (SPSS) commands used to construct the variable from the data files.) Figure 1 shows the initial partitioning of CIOS (see page 6). Figures 2, 3, and 4 are schematic portrayals of the scaling operations for each part of CIOS (see pages 7-9). These figures do not represent the actual numerical operations; rather, they outline the components of each segment of the variable.

Membership Component (CIOSA)

The membership component of intraorganizational structure (CIOSA) is composed of information about staff and information about pupils. Figure 2 schematically presents the composition of CIOSA (see page 7). The information about staff is combined into a staff composite (CIOSA07), which is a weighted combination of the six measures listed below:

CIOSA01 Extent to which teachers are a part of the unit structure.

CIOSA02 Whether there is a full-time principal.

CIOSA03 Mean full-time equivalent of Instructional Materials Center staff.

CIOSA04 Presence of aides.

CIOSA05 Whether all I&R units have unit leaders.

CIOSA06 Inclusion of special staff as Phase I respondents.

The information about pupils and its part in CIOSA is described after the information about staff.

Extent to which teachers are a part of the unit structure (CIOSA01). Items HV17001, HV17002, and HV17003 (which all general staff responded to) are used to scale CIOSA01, a measure of the extent to which teachers are a part of the unit structure. CIOSA01 is comprised of CIOSA011, CIOSA012, and CIOSA014. CIOSA011 is the school sum of HIOSA011, which is scaled as follows. HV17002 asks what amount of time the respondent is assigned to the building. Responses were coded to percentage of time. Responses to HV17001, which identifies current school position, identified those groups which were used in measuring amount of assigned time, including specialist, special education staff, unit leader, or teacher. This segment is HIOSA011, and is summed within school to yield CIOSA011.

CIOSA012 is the school sum of HOISA012, which measures the proportion of time the respondent serves as teacher or leader in one unit. This is based on responses to HV17001 by the unit leader or teacher, and on a response to HV17003, which asks about assignment within a school or assignment to one unit. Then the actual value, for respondents within these categories, is their score on HIOSA011.

CIOSA014 is the school sum of HIOSA014, which is the product of HIOSA011 and HIOSA013. HIOSA013 is a measure of how specialists are assigned within a school. This is measured by selecting responses made by a specialist or special education staff to HV17001 and then assigning a recoded value from HV17003, which identifies assignment within a school. Recoding condensed the responses to:

(a) assigned to a self-contained classroom (a value of zero),

(b) assigned to a school as a whole (value of .5), or

(c) assigned to one, two, three, or more units (a value of one as best exemplifying IGE).

This score is HIOSA013. Then HIOSA014, specialists assignment, is obtained by multiplying HIOSA013, specialist rating, by HIOSA011, FTE. Finally CIOSA01, the school-wide measure of the extent to which teachers are a part of the unit structure, is obtained by adding CIOSA012, teacher assigned to one unit and CIOSA014, specialist assignment, and then dividing by CIOSA011, FTE.

Whether there is a full-time principal (CIOSA02). CIOSA02 is a school-wide measure of whether there is a full-time principal, and is constructed from just two items, HV17001 and HV17002. If the response to HV17001, position, is principal, and the response to HV17002, time assigned, is full time, HIOSA021 is scored as one. This is summed for a school to CIOSA021 and transformed to CIOSA02, by coding all values of one or higher as one.

Mean FTE of IMC staff (CIOSA03). CIOSA03 is a school-wide measure of IMC FTE, and is composed of repsonses by the IMC staff to HV17001. Values are given to items containing percentage responses to HV17002, time assigned. The resulting value is titled HIOSA03 and is summed for each school to yield CIOSA03.

Presence of aides (CIOSA04). CIOSA04, presence of aides, is scaled from a school-wide response by principals to items CV137G1

and CV137G2. If either response is yes, indicating the presence of pair or volunteer, instructional or clerical aides, CIOSA04 is assigned a value of one.

Whether all I&R units have unit leaders (CIOSA05). CIOSA05 is a response by principals to item CV137D1, which asks if all of the academic units have unit leaders. A yes is given a value of one.

Inclusion of special staff as Phase I respondents (CIOSA06). CIOSA06 is based on a rating which reflects the proportion of curriculum specialists and special education staff which responded to the Phase I General Staff Questionnaire. The assumption was made that participation in the evaluation suggests integration of special staff in IGE implementation. In cases where half or more of the special staff members responded, a maximal rating of two was assigned. A rating of one was given when less than half were included and a value of zero was assigned to schools in which no special staff participated.

Staff component of IOS (CIOSA07). Part one, the six components CIOSA01 to CIOSA06, are combined to yield CIOSA07, an overall schoolwide measure of staff membership. This is done by weighting CIOSA01, FTE of teachers, by a value of ten; CIOSA05, whether all units have unit leaders, by a value of two; and CIOSA02, CIOSA03, CIOSA04, and CIOSA06, by a value of one. The proportion of time teachers spend in one unit was particularly essential information for measuring staff participation, hence this section received the maximum weight. The presence of unit leaders was given more weight than other sections

because this is a sensitive indicator of IGE--specific procedures. The remaining components are part of membership structure, but were not thought to merit more than unit weights.

Pupil component of IOS. Part two of IOS consists of the pupil involvement in the intraorganizational structure, and is comprised of four indicators, titled CIOSA08 to CIOSA11:

CIOSA08 Unit size.

CIOSA09 Multigradedness of units.

CIOSA10 Inclusion of kindergarten and special education.

CIOSA11 Absence of self-contained classrooms.

Unit size (CIOSA08). CIOSA08 is a response by principals to the items CV132D01 (unit one) up to a maximum of CV132D10(unit ten). The item asks for the number of pupils per unit. Raw numbers are coded into one of three categories: A unit containing 100 to 125 pupils receives the maximum value of 3; 75-99 or 126-150 receives a rating of 2; and 1-74, or 151 or more receives a value of one. These ratings were designed to reflect flexibility in IGE grouping practices. A unit containing 100 to 125 pupils was believed to be the optimal size for promotion of an effective IGE. The ratings are summed and divided by number of units to yield CIOSA08, a mean rating of unit size.

Multigradedness of units (CIOSA09). CIOSA09 is a response by principal to the items CV132B01 (unit one) up to a maximum of CV132B02 (unit ten). The item assesses grade range by unit. Units of pupils from one grade were given a value of zero, while units of pupils representing more than one grade were given a value of one. The

ratings are summed over a school and the sum is divided by number of units to yield CIOSA09, the proportion of units which are multigraded.

Inclusion of kindergarten and special education (CIOSA10). CIOSA10 is a response by principals to CV132H, which assesses the degree to which kindergarten and special education children are included in receiving school-provided information about pupil membership. Responses are recoded to zero for cases in which all kindergarten and special education children are omitted from previous responses, to one for cases where either kindergarten or special education children are omitted, and to two where no kindergarten or special education children are omitted. These ratings reflect the belief that inclusion of these groups indicates an optimal IGE program.

Absence of self-contained classrooms (CIOSA11). CIOSA11 is a response, by principal, to CV132H, which assesses the extent to which all pupils in the school, including identifiable nongraded children, are included in previous responses to instrument No. 13. Responses denoting the presence of self-contained classrooms are coded zero, and other responses are given a value of one.

CIOSA, the staff and pupil components of IOS, are joined by weighting and summing as follows:

CIOSA = CIOSA07 + (3 * CIOSA08) + CIOSA09 + (.5 * CIOSA10) + (2 * CIOSA11).

Thus CIOSA07, the staff component, is given a weight of one, as is multigradedness of units, while CIOSA08, the number of pupils per unit,

is weighted by three. CIOSA10, inclusion of kindergarten and special education students, is weighted by one-half, and finally CIOSA11, the absence of self-contained classrooms, is weighted by two. The unit size and flexibility were particularly accurate indicators of degree of IGE implementation. Multigradedness and staff composition are closely related to IGE functioning, but were slightly less important indicators.

I&R Unit Functioning (CIOSB)

CIOSB is a measure of the mechanics of I&R unit operations and is composed of three indicators:

CIOSB01 Does I&R unit meet regularly?

CIOSB02 Unit frequency of meetings.

CIOSB03 Unit membership.

Figure 3 illustrates CIOSB (see page 8).

Does I&R unit meet regularly? (CIOSB01). CIOSB01 is composed of responses by the unit staff as a group to items zV22004. (This item is found in two files, File A for Unit 2 and File B for Unit 5, hence the generalized form "z.") Item zV22004 asks whether there are regularly scheduled unit meetings. Responses of "yes" in each file are assigned a value of one-half, and are summed to yield values by school for CIOSB01.

Unit frequency of meetings (CIOSB02). CIOSB02 is composed of responses by the unit staff as a group to items zV22001, zV22002, and zV22005. These items assess the hours per week scheduled for unit staff planning, the amount of extra release time provided to unit

teachers, and the hours of actual meeting time, respectively. The responses are summed to a composite measure, frequency of unit meetings. zIOSB021 is composed of responses to zV22002, extra release time. Any amount beyond one hour is assigned a value of one. zIOSB022, is composed of responses to zV22001, hours of scheduled release time, and is qualified by zV22005, actual meeting time. If actual meeting time is less than the time scheduled, the actual meeting time is used to represent the scheduled release time. This composite, zIOSB022, is then recoded into categories of one, two, or three and greater hours per week. zIOSB02 is constructed by adding zIOSB021 and zIOSB023, at unit weights, and one-half of zIOSB022, the hours scheduled. zIOSB022 is given less weight, because zIOSB023 is a more direct measure of meeting frequency than is time scheduled. These operations are conducted in Files A and B (Units 2 and 5); the scores of AIOSB02 and BIOSB02 are averaged to yield a school value for CIOSB02.

Unit membership (CIOSB03). CIOSB02 is composed of the responses by the unit staff as a group, to items zV22007, zV22008, zV22009, and zV22011 to zV22015. zIOSB031 includes responses to zV22007, whether unit leaders attend unit meetings regularly, weighted by two, and to zV22008, whether unit teachers attend unit meetings regularly, weighted by six. The presence of unit teachers at unit meetings is clearly an essential feature of unit functioning. zIOSB032 consists of responses to zV22009, and zV22011 to zV22015, items which measure whether unit aides, principals, IMC staff, pupil personnel staff,

special education staff, and specialists, respectively, attend unit meetings regularly. zIOSB03 is the sum of zIOSB031 and zIOSB032, which are given equal weights, reflecting the greater importance of attendance by unit teachers (one group) than by special staff (six groups). As a further reflection of this importance, the value of zIOSB03 is then recoded to zero if the response to zV22008, unit teacher attendance at meetings, is zero. These operations are conducted in Files A and B and the resulting value is the school score, averaged over units, for CIOSB03.

CIOSB, the functioning of an I&R unit, is then constructed by adding CIOSB01 and CIOSB03, both with a weight of one, and CIOSB02, with a weight of two. The greater weight given to the frequency of unit meetings reflects the assumption that the occurrence of actual meetings is a better measure of the functioning of an I&R unit, than is the membership structure of that unit.

IIC Functioning (CIOSC)

CIOSC, a measure of how adequately the IIC is functioning, is composed of four indicators:

CIOSC01 Participants in the IIC.

CIOSC02 Frequency of meetings.

CIOSC03 Time/month allocated to meetings.

CIOSC04 Minutes of IIC meetings.

Figure 4 illustrates CIOSC (see page 9).

Participants in the IIC (CIOSC01). CIOSC01 is composed of a weighted sum of responses made by the IIC as a group to the question, "Are various staff permanent members of the IIC?" These items are:

CV21003 and CV21004, principals and unit leaders, respectively, weighted by four; CV21006, CV21007, CV21008, and CV21009, IMC staff, specialists, special education staff, and pupil personnel staff, respectively, weighted by two; and CV21005 and CV21010, regular staff teachers and parents, respectively, weighted by one. Then, if principals or unit leaders (CV21003, CV21004) do not attend regularly, or if the school does not have an IIC (CV21002), CIOSC011 is assigned a value of zero. The maximum value of CIOSC011 is truncated at fourteen.

CIOSC012 is the school sum of HIOSC012, which is constructed from responses by the general staff to HV17001, with a unit teacher receiving a value of one. The if HIOSC012 is a unit teacher, and the response to HV17007, regular attendance at IIC meetings, is affirmative, HIOSC013 is constructed with a value of one. CIOSC013 is the school sum of HIOSC013, teachers regularly attending IIC meetings. Finally, CIOSC014 is constructed by dividing CIOSC013, the sum of such teachers, by CIOSC012, the number of school teachers overall, to yield the proportion of school teachers regularly attending IIC meetings.

CIOSC01 is, then, the product of CIOSC011, the IIC membership profile, and CIOSC014, the proportion of staff teachers attending IIC meetings. This qualification of the membership profile is based on the rationale that the IIC is not functioning optimally if a large proportion of regular teachers are in frequent attendance.

Frequency of meetings (CIOSC02). CIOSC021 is composed of responses by the principals to CV137E2, how frequently the principal and unit leaders meet as a group. Responses are coded such that once a week receives the highest value, followed by twice a month, once a month, and finally, twice a year which receives the lowest value. CIOSC022 is constructed by weighting CIOSC021 according to the school-wide response to CV21002, whether the school has an IIC. Then, CIOSC02 equals the value of CIOSC022, the frequency of IIC meetings.

Time/month allocated to meetings (CIOSC03). CIOSC03 is measured by the IIC group response to CV21013, how many hours per month are scheduled for regular IIC meetings. The maximum value of CIOSC03 is truncated at four hours.

Minutes of meetings (CIOSC04). CIOSC041 is measured by the school-wide response to CV21016, which assesses whether a formal set of minutes is kept at IIC meetings. CIOSC042 is measured by the IIC group response to CV21017, whether such minutes are distributed after IIC meetings. CIOSC04 is the unweighted sum of CIOSC041 and CIOSC042.

CIOSC, IIC functioning is a weighted sum as follows: CIOSC = CIOSC01 + 2(CIOSC02 + CIOSC03) + CIOSC04. Thus the frequency of and the time allocated to IIC meetings are weighted twice as heavily as membership profile and minute distribution. The rationale for using these weights is similar to the rationale used for weights of CIOSB, the functioning of an I&R unit. Actual meeting frequency is thought to reflect true functioning more than is membership profile or specific procedures.

Summary of CIOS Scaling

The final school value on the variable, Intraorganizational Relations, is a weighted sum of CIOSA, CIOSB, and CIOSC, as follows: CIOS = .5(CIOSA) + .3(CIOSB) [30/22] + .2(CIOSC) [30/31]. The weights following the variables CIOSB and CIOSC are present in order to equate the maximum values possible on each component. The weights preceding the three variables reflect the relative values accorded to them in the final IOS variable. The staff and pupil membership composite is thought to be most important. Without adequate and flexible personnel structures, the functioning of the I&R units or an IIC is potentially impaired or abnormal. Given an adequate personnel structure, I&R unit functioning is valued slightly more than IIC functioning, in that I&R units are so closely tied to effective instruction.

Distribution and Interval Consistencies of the Scaled Composite

Summary statistics for Intraorganizational Structure (IOS) based on the 156 schools of the Phase I sample are: mean = 20.522; SD = 3.802; median = 21.223; actual minimum = 8.092; logical minimum = 0; actual maximum = 26.415; and logical maximum = 33.3. A histogram for IOS is included in Figure 5. Table 2 provides the internal consistencies (Cronbach's α's) for IOS.

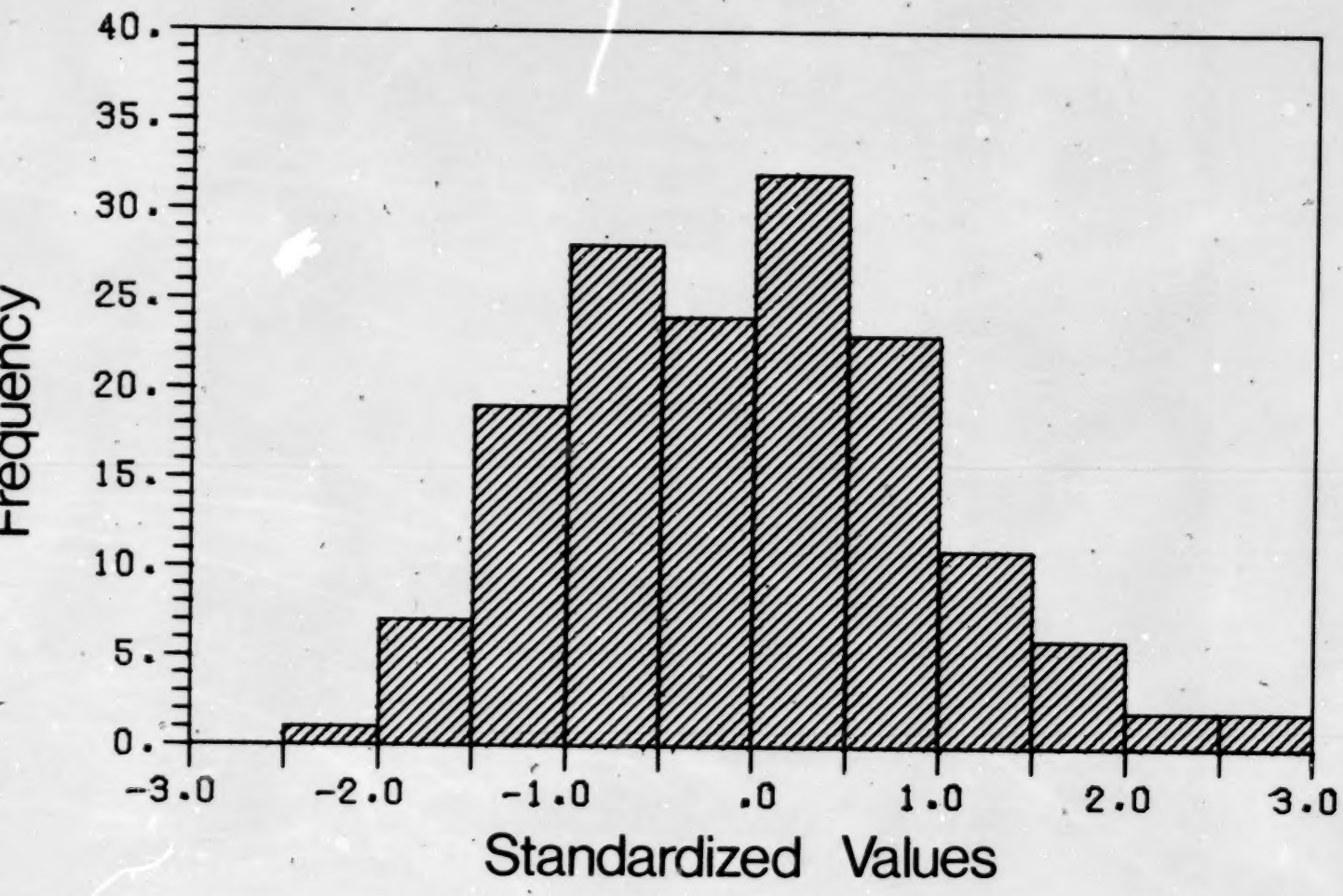


Figure 5. A histogram for IOS.

Table 2

Internal Consistencies for IOS and Its Constituents

	Variable	α
Composite:	Intraorganizational structure (CIOS)	.63479
	CIOSA	.18649
	CIOSB	.52115
	CIOSC	.54609

The relation of internal consistency to reliability in general and to validity can be difficult to understand. A composite whose constituents have high internal consistency may or may not possess high test-retest reliability. Conversely, a composite that has high test-retest reliability may have low internal consistency. Any composite that measures a homogeneous construct should rightfully be expected to have high internal consistency, but a composite that measures a construct which combines several facets which are empirically unrelated should not necessarily have high internal consistency, as noted by Cronbach and Meehl (1955)[3]. Several of the composites used in Phase I fit the latter description, and, accordingly, should not be expected to have high internal consistency.

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[3] Cronbach, L. J., & Meehl, P. E. Construct validity in psychological tests. Psychological Bulletin, 1955, 52, 281-302.

Appendix A: Item Pool Selected

File H: General Staff

HV17001
HV17002
HV17003
HV17007

File C: School

CV132B01 to CV132B10
CV132D01 to CV132D10
CV132H1
CV137D1
CV137E2
CV137G1
DV137G2

Files A,B: Unit

zV22001
zV22002
zV22004
zV22005
zV22007
zV22008
zV22009
zV22011
zV22012
zV22013
zV22014
zV22015

CV21002
CV21003
CV21004
CV21005
CV21006
CV21007
CV21008
CV21009
CV21010
CV21013
CV21016
CV21017

Files A,B: Unit as Case

zV22001 1 How many hours *per week* of release time are currently *scheduled* during the school day for unit staff members to plan together as a unit?

(0) 0
(1) 1
(2) 2
(3) 3
(4) 4
(5) 5
(6) 6
(7) 7
(8) 8
(9) 9 or more

How many hours per week of *additional* release time are provided during the school day for planning as individuals or pairs etc.?

zV22002 2 For the unit leader?

(0) 0
(1) 1
(2) 2
(3) 3
(4) 4
(5) 5
(6) 6
(7) 7
(8) 8
(9) 9 or more

zV22004 4 Do you have regularly scheduled unit meetings?

(0) No
(1) Yes

If you answered (1) *Yes* for question 4, please respond to questions 5-26. If you answered (0) *No*, go on to question 21.

zV22005 5 How many hours per week does the unit meet? (total of release time *during* school plus time *before* and/or *after* school)

(0) 1/2 hour
(1) 1 hour
(2) 2 hours
(3) 3 hours
(4) 4 hours
(5) 5 hours
(6) 6 hours
(7) 7 hours
(8) 8 hours
(9) 9 or more hours

Indicate which personnel attend your unit meetings on a *permanent and regular* basis. Mark (0) *No* or (1) *Yes* for questions 7-15.

zV22007 7 Unit leader

zV22008 8 Unit teachers

zV22009 9 Unit aides

zV22011 11 Principal

zV22012 12 One or more instructional materials staff members (for example, media director, librarian)

zV22013 13 One or more pupil personnel services staff members (for example, guidance couselor, social worker)

zV22014 14 One or more special education staff members (for example, learning disabilities teacher, speech therapist)

zV22015 15 One or more curriculum consultants or specialists (for example, remedial reading teacher, music teacher)

File C: School as Case

13 On the chart below, describe each regular, academic unit according to the questions at the left. Exclude special area teachers, student teachers/interns, and aides: (If there are more than 7 regular, academic units please attach a page listing this information for those units.)

	Units:	Unit 1	Unit 2
CV132B01 to Cv132B10	B. Grade range (for example K-1, 2-3)		
CV132D01 to CV132D10	D. Number of pupils (approximate)		

CV132H1 H. Does the description on the chart include all the pupils in the school?

___16. Yes ___No, not included are (check all that apply; enter numbers)

___1. kindergarten pupils, ___ out of ___ total kindergartners
___2. special education pupils, ___out of ___ total special education pupils
___3. Other "regular" pupils in self-contained classrooms
___4. other (please describe) _____

CV137D1 D. Do all of your regular academic units have unit leaders?

___2. No (Go to E below) ___1. Yes

CV137E2 E. How frequently does this group meet?

___1. twice a year ___3. twice a month
___2. once a month ___4. once a week
___9. other (please specify)_____

CV137G1 G1. Does your school have any paid instructional or clerical aides?

___2. No ___1. Yes

CV137G2 G2. Does your school have any volunteer instructional or clerical aides?

___2. No ___1. Yes

CV21002 2 Does your school have an IIC?

(0) No (1) Yes

If you answered (1) *Yes* for question 2, go on to the next question.

If you answered (0) *No*, please describe the leadership group/person or governing body (formal or informal) for your school in the boxed area around rows 61-80. Then, skipping questions 3-27, go to the section on CURRICULUM OBJECTIVES and complete the questionnaire.

Which staff members comprise the IIC on a *permanent and regular* basis? Mark (0)*No* or (1) *Yes* for questions 3-10.

CV21003 3 Principal

CV21004 4 Unit leaders

CV21005 5 One or more regular staff teachers

CV21006 6 One or more instructional services staff members (for example, media director, librarian)

CV21007 7 One or more curriculum specialist/resource persons (for example, remedial reading teacher, art teacher)

CV21008 8 One or more special education staff members (for example, learning disabilities teacher, speech therapist)

CV21009 9 One or more pupil personnel services staff members (for example, guidance counselor, social worker)

CV21010 10 One or more parent representatives

CV21013 13 About how many hours per *month* are *scheduled* for regular IIC meetings?

(0) 1/2 hour
(1) 1 hour
(2) 2 hours
(3) 3 hours
(4) 4 hours
(5) 5 hours
(6) 6 hours
(7) 7 hours
(8) 8 hours
(9) 9 or more hours

CV21016 16 Is a formal log or set of minutes kept for each IIC meeting?

(0) No
(1) Yes

CV21017 17 If you answered (1) *Yes* for question 16, are copies of the minutes or log distributed after the meetings? If you answered (0) *No*, go to question 20.

(0) No
(1) Yes

File H: General Staff as Case

HV17001 Identify you current personnel position:

(0) curriculum consultant
(1) special education staff
(2) instructional materials staff
(3) pupil personnel services staff
(4) unit leader
(5) teacher
(6) principal

HV17002 About what amount of time are you assigned to this building?

(0) 1/4
(1) 1/3
(2) 1/2
(3) 2/3
(4) 3/4
(5) full time

HV17003 What is your assignment within the school?

(0) school as a whole
(1) self-contained classroom
(2) one unit
(3) two units
(4) three or more units

HV17007 Do you regularly attend Instructional (Program) Improvement Committee meetings?

(0) No
(1) Yes

Appendix B: SPSS Commands for CIOS

Intraorganizational Relations (IOS) is a variable constructed in file CSCHOOL, and consists of three components:

CIOSA: Membership Component of IOS

CIOSB: I & R Unit functioning

CIOSC: IIC functioning

Each component is constructed as shown below:

Part I: Membership Component of IOS (CIOSA)

The first component of IOS (variable CIOSA) includes two sets of items. The first set comprises a staff component of IOS. The second set all are related to pupils in the intraorganizational structure.

Staff Component of IOS

Intraorganizational structure (IOS) is composed of several components, one of which (CIOSA07) is a composite measure of how staff are organized in the school. The staff measure is a weighted sum of six indicators.

First indicator: extent to which teachers are part of the unit structure (CIOSA01)

Operations to do in general staff - as case file (HGENRL)

```
COMPUTE         HIOSA011 = HV17002
IF              (HV17001 EQ 2 OR 3 OR 6) HIOSA011 = -99
RECODE          HIOSA011 (1=.333) (2=.5) (3=.667) (4=.75) (5=1.0)
VAR LABELS      HIOSA011, PPN OF FTE AS INSTRUCTIONAL STAFF

COMPUTE         HIOSA012 = -99
IF              (HV17001 EQ 4 OR 5) HIOSA012 = 0
IF              ((HIOSA012 EQ 0) and (HV17003 EQ 2)) HIOSA012 =
                HIOSA011
VAR LABELS      HIOSA012, FTE AS TEACHER OR LEADER IN ONE UNIT

COMPUTE         HIOSA013 = -99
IF              (HV17001 EQ 0 OR 1) HIOSA013 = HV17003
RECODE          HIOSA013 (1=0) (0=.5) (2,3,4=1)
VAR LABELS      HIOSA013, RATING: HOW SPECIALIST IS ASSIGNED
```

COMPUTE HIOSA014 = HIOSA011 * HIOSA013

VAR LABELS HIOSA014, SPECIALIST'S ASSIGNMENT: FTE x RATING

ASSIGN MISSING HIOSA011 to HIOSA014 (-99)

Operations to do in school - as - case file (CSCHOOL)

ADD VARIABLES CIOSA011, CIOSA012, CIOSA014

COMMENT CIOSA011, CIOSA012, AND CIOSA014 ARE THE SUBFILE SUMS OF NON-MISSING CASES ON HIOSA011, HIOSA012, AND HIOSA014, RESPECTIVELY, IN FILE HGENRL.

VAR LABELS CIOSA011, SUMFTE OF INSTRUCTIONAL STAFF/
CIOSA012, SUMFTE IN UNIT OF TEACHER OR LEADER/
CIOSA014, SUM FOR SPECIALISTS: FTE x RATING/

MISSING VALUES CIOSA011, CIOSA012, CIOSA014 (-99)

COMPUTE CIOSA01 = 0

IF (CIOSA011 GT 0)
CIOSA01 = (CIOSA012 + CIOSA014) /CIOSA011

VAR LABELS CIOSA01, INSTRUCTIONAL STAFF IN A UNIT SCALE

ASSIGN MISSING CIOSA01 (-99)

Second Indicator: Whether there is a full-time principal (CIOSA02)

Operations to do in general staff - as - case file (HGENRL)

COMPUTE HIOSA021 = 0

IF ((HV17001 EQ 6) AND (HV17002 EQ 5)) HIOSA021 = 1

VAR LABELS HIOSA01, MARKER FOR FULL-TIME PRINCIPALS

Operations to do in school-as-case file (CSCHOOL)

ADD VARIABLAES CIOSA012

COMMENT CIOSA012 IS THE SUBFILE SUM OF NON-MISSING CASES ON VARIABLE HIOSA021 IN FILE HGENRL

```
VAR LABELS      CIOSA021, NUMBER OF FULL-TIME PRINCIPALS
MISSING VALUES  CIOSA021 (-99)

COMPUTE         CIOSA02 = CIOSA021
RECODE          CIOSA02 (1 THRU HIGHEST = 1)
VAR LABELS      CIOSA02, WHETHER THERE IS A FULL-TIME PRINCIPAL
ASSIGN MISSING  CIOSA02 (-99)
```

Third Indicator: Mean FTE of IMC Staff (CIOSA03)

Operations to do in general staff - as - case file (HGENRL)

```
COMPUTE         HIOSA03 =-99
IF              (HV17001 EQ 2) HIOSA03 = HV17002
RECODE          HIOSA03 (0=.24) (1=.333) (2=.5) (3=.667) (4=.75) (5=1)
VAR LABELS      HIOSA03, PPN OF FTE AS IMC STAFF
ASSIGN MISSING  HIOSA03 (-99)
```

Operations to do in school-as-case file (CSCHOOL)

```
ADD VARIABLES   CIOSA03
COMMENT         CIOSA03 IS THE SUBFILE SUM OF NON-MISSING CASES
                ON VARIABLE HIOSA03 IN FILE HGENRL.
VAR LABELS      CIOSA03, MEAN FTE OF IMC STAFF
```

Fourth Indicator: Presence of Aides (CIOSA04)

Operations to do in school-as-case file (CSCHOOL)

```
COMPUTE         CIOSA04 = 0
IF              ((CV137G1 EQ 1) OR (CV137G2 EQ 1) CIOSA04 = 1
VAR LABELS      CIOSA04, WHETHER AIDES ARE PRESENT--PAID OR NOT
```

Fifth Indicator: Whether all I & R units have unit leaders (CSCHOOL)

Operations to do in school-as-case file (CSCHOOL)

```
COMPUTE          CIOSA05 = CV137D1
VAR LABELS       CIOSA05, WHETHER ALL I & R UNITS HAVE LEADERS
ASSIGN MISSING   CIOSA05 (-99)
```

Sixth Indicator: Inclusion of Special Staff as Phase I Respondents (CIOSA06)

Operations to do in school-as-case file (CSCHOOL)

```
ADD VARIABLES    CIOSA06
COMMENT          CIOSA06 IS A RATING PERFORMED IN APRIL, 1978 BY
                 ANNE BUCHANAN.
VAR LABELS       CIOSA06, INCLUSION OF SPECIAL STAFF AS RESPONDENTS
VALUE LABELS     CIOSA06  (0)  LE 50% & LE 1
                          (1)  LE 50% & GT 1
                          (2)  GT 50%
```

Specification of CIOSA07

The following operations are needed to assign to each school its correct value on varible CIOSA07

Operations to do in school-as-case file (CSCHOOL)

```
COMPUTE          CIOSA07 = 10*CIOSA01 + CIOSA02 + CIOSA03 + CIOSA04 +
                           2*CIOSA05 + CIOSA06
VAR LABELS       CIOSA07, STAFF COMPONENT OF IOS
ASSIGN MISSING   CIOSA07 (-99)
VALUE LABEL      CIOSA07 (0) MIN      (20) MAX
```

Pupil Components of IOS

Pupil Component: UNIT SIZE (CIOSA08)

Operations to do in file CSCHOOL

```
COUNT          CUCOUNT = CV132D01, CV132D02, CV132D03, CV132D04,
                         CV132D05, CV132D06, DV132D07, CV132D08,
                         CV132D09, CV132D10 (-99,0)
COMPUTE        CUCOUNT = 10 - CUCOUNT
DO REPEAT      RATING = CUSIZE01 TO CUSIZE10
               SIZE = CV132D01, CV132D02, CV132D03, CV132D04,
                      CV132D05, CV132D06, CV132D07, CV132D08,
                      CV132D09, CV132D10
COMPUTE        RATING = SIZE
RECODE         RATING (-99, 0=0) (1 THRU 74, 151 THRU HIGHEST = 1)
               (75 THRU 99, 126 THRU 150 = 2) (100 THRU 125 = 3)
END REPEAT
COMPUTE        CIOSA08 = (CUSIZE01 + CUSIZE02 + CUSIZE03 + CUSIZE04 +
                          CUSIZE05 + CUSIZE06 + CUSIZE07 + CUSIZE08 +
                          CUSIZE09 + CUSIZE10)/CUCOUNT
VAR LABELS     CIOSA08, MEAN RATING FOR UNIT SIZE
COMMENT        DO NOT USE "ASSIGN MISSING" WITH THIS VARIABLE OR
               ITS CONSTITUENTS.
```

Pupil Component: Multigradedness of units (CIOSA09)

Operations to do in file CSCHOOL

```
DO REPEAT      MULTG = CMULTG01 TO CMULTG10
               RAWCODE = CV132B01, CV132B02, CV132B03, CV132B04,
```

```
                        CV132B05, CV132B06, CV132B07, CV132B08,
                        CV132B09, CV132B10
COMPUTE         MULTG = RAWCODE
RECODE          MULTG (-99, 0 THRU 13, 99 = 0)  (14 THRU 91 = 1)
END REPEAT
COMPUTE         CIOSA09 = (CMULTG01 + CMULTG02 + CMULTG03 + CMULTG04 +
                          CMULTG05 + CMULTG06 + CMULTG07 + CMULTG08 +
                          CMULTG09 + CMULTG10) /CUCOUNT
VAR LABELS      CIOSA09, PPN OF UNITS MULTI-GRADED
```

Pupil Component: Inclusion of Kindergarten & Special Education (CIOSA10)

Operations to do in file CSCHOOL

```
COMPUTE         CIOSA10 = CV132H
RECODE          CIOSA10 (3,4,10,16,23,24,40 = 2)
                        (1,6,6,13,25,26,2,8,9,14,29,30,21,22,27,
                         28,31,32 = 1)
IF              (CIOSA10 NE 1 OR 2) CIOSA10 = 0
VAR LABELS      CIOSA10, INCLUSIVENESS OF K & SPECIAL ED
ASSIGN MISSING  CIOSA10 (-99)
```

Pupil Component: Absence of Self-Contained Classrooms (CIOSA11)

Operations to do in file CSCHOOL

```
COMPUTE         CIOSA11 = CV132H
RECODE          CIOSA11 (3,23,24,6,8 10,11, 13,14,15,25,26,27,28,
                         29,30,31,32,33,34,35,36,38,39,40 = 0)
IF              (CIOSA11 NE 0) CIOSA11 = 1
VAR LABELS      CIOSA11, ABSENCE OF SELF-CONTAINED
ASSIGN MISSING  CIOSA11 (-99)
```

Membership component of IOS -- IOSA

(combining Staff & Pupil Components)

Operations to do in file CSCHOOL

```
COMPUTE          CIOSA = CIOSA07 + 3*CIOSA08 + CIOSA09 +
                         .5*CIOSA10 + 2*CIOSA11
VAR LABLES       CIOSA, MEMBERSHIP COMPONENT OF IOS
ASSIGN MISSING   CIOSA (-99)
VALUE LABELS     CIOSA   (0) MIN     (33) MAX
```

Part II: I&R unit Functioning (CIOSB)

CIOSB is a measure of the I&R unit function; but only the mechanics of the operation, not the quality of the time spent. CIOSB is made up of three pieces: 1)Does the I&R unit meet regularly? 2)Frequency of meetings and 3)Membership of I&R unit.

1- CIOSB01

Operations to do in CSCHOOL.

```
ADD VARIABLES    AV22004, BV22004
COMPUTE          CIOSB01 = .5 * (AV22004 + BV22004)
VAR LABELS       CIOSB01, DOES I&R MEET REGULARLY?
ASSIGN MISSING   CIOSB01 (-99)
```

2- CIOSB02

Operation to do in file AUNIT2

```
COMPUTE          AIOSB021 = AV22002
RECODE           AIOSB021 (1 THRU 9 = 1)
COMPUTE          AIOSB022 = AV22001
COMPUTE          AIOSB023 = AV22005
IF               (AIOSB022 GT AIOSB023) AIOSB022 = AIOSB023
RECODE           AIOSB022, AIOSB023 (3 THRU 9 = 3)
COMPUTE          AIOSB02 = AIOSB021 + AIOSB023 + (.5 * AIOSB022)
VAR LABEL        AIOSB02, 2ND GRADE I&R UNIT-FREQUENCY OF MEETING
ASSIGN MISSING   AIOSB02 (-99)
```

Operations to do in file BUNIT5

```
COMPUTE          BIOSB21 = BV22002
RECODE           BIOSBO21 (1 THRU 9 = 1)
COMPUTE          BIOSBO22 = BV22001
COMPUTE          BIOSBO23 = BV22005
IF               (BIOSBO22 GT BIOSBO23) BIOSBO22 = BIOSBO23
RECODE           BIOSBO22, BIOSB23 (3 THRU 9 = 3)
COMPUTE          BIOSBO2 = BIOSBO21 + BIOSBO23 + (.5 * BIOSBO22)
VAR LABEL        BIOSBO2, 5TH GRADE I&R UNIT-FREQUENCY OF MEETINGS
ASSIGN MISSING   BIOSBO2 (-99)
```

Operations to do in CSCHOOL

```
ADD VARIABLES    AIOSBO2, BIOSBO2
COMPUTE          CIOSBO2 = .5 * (AIOSBO2 + BIOSBO2)
VAR LABEL        CIOSBO2, SCHOOL AVERAGE FOR I&R UNIT FREQUENCY OF
                 MEETING
```

3- CIOSBO3

Operations to do in file AUNIT2

```
COMPUTE          AIOSBO31 = (2 * AV22007) + (6 * AV22008)
COUNT            AIOSBO32 = AV22009, AV22011 TO AV22015 (1)
ASSIGN MISSING   AIOSBO31, AIOSBO32  (-99)
COMPUTE          AIOSBO3 = AIOSBO31 + AIOSBO32
IF               (AV22008 EQ 0)  AIOSBO3 = 0
ASSIGN MISSING   AIOSBO3 (-99)
VAR LABEL        AIOSBO3, 2ND GRADE I&R UNIT MEMBERSHIP
```

Operations to do in file BUNIT5

```
COMPUTE          BIOSB031 = (2 * BV22007) + (6 * BV22008)
COUNT            BIOSB032 = BV22009, BV22011 TO BV22015 (1)
ASSIGN MISSING   BIOSB031, BIOSB032 (-99)
COMPUTE          BIOSB03 = BIOSB031 + BIOSB032
IF               (BV22008 EQ 0)  BIOSB03 = 0
ASSIGN MISSING   BIOSB03 (-99)
VAR LABEL        BIOSB03, 5TH GRADE I&R UNIT MEMBERSHIP
```

Operations to do in CSCHOOL

```
ADD VARIABLES    AIOSB03, BIOSB03
COMPUTE          CIOSB03 = .5 * (AIOSB03 + BIOSB03)
VAR LABEL        CIOSB03, AVE ACROSS UNITS FOR I&R UNIT MEMBERSHIP
ASSIGN MISSING   CIOSB03 (-99)
```

Combining Parts 1), 2), 3)

Operations to do in file CSCHOOL

```
COMMENT          CIOSB IS AN AGGREGATE OF CIOSB01, CIOSB02, & CIOSB03
COMPUTE          CIOSB = CIOSB01 + (2 * CIOSB02) + CIOSB03
VAR LABEL        CIOSB, SCHOOL I & R UNIT FUNCTION
ASSIGN MISSING   CIOSB (-99)
VALUE LABELS     CIOSB   (0) MIN      (26) MAX
```

Part III: IIC Component of IOS (CIOSC)

The third component of Intraorganizational Structure (IOS) includes items related to the adequacy of IIC functioning within the school. This component, titled IOSC, is a weighted sum of four segments.

Indicator I: Participants in the IIC (CIOSC01)

Operations to do in CSCHOOL file

```
COMPUTE          CIOSC011 =((4 * (CV21003 + CV21004) + 2 * (CV21006 +
                                 CV21007 + CV21008 + CV21009) + 1 *
                                 (CV21005 + CV21010))
IF               (0 EQ CV21002 OR CV21003 OR CV21004) CIOSC011 = 0
RECODE           CIOSC011 (14 THRU 18 = 14)
VAR LABELS       CIOSC011, STAFF ATTENDING IIC MEETINGS
ASSIGN MISSING   CIOSC011 (-99)
COMMENT          CIOSC011 IS QUALIFIED BY CIOSC012 AND CIOSC013
                 PROPORTION OF UNIT TEACHERS PARTICIPATING IN THE
                 IIC VARIABLES CONSTRUCTED IN THE HGENERAL FILE.
```

Operations in the HGENERAL file

```
COMPUTE          HIOSC012 = 0
IF               (HV17001 EQ 5) HIOSC012 = 1
IF               ((HIOSC012 EQ 1) AND (HV17007 EQ 1)) HIOSC013 = 1
```

Operations to do in CSCHOOL file

```
ADD VARIABLES    CIOSC012, CIOSC013
COMMENT          CIOSC012, CIOSC013 ARE THE SUBFILE SUMS OF NON-
                 MISSING CASES ON HIOSC012, HIOSC013, IN THE SCHOOL
                 AS CASE FILE.
```

```
VAR LABELS      CIOSCO12, SUM OF PARTICIPANTS WITH HIOSCO12 = 1
                CIOSCO13, SUM OF PARTICIPANTS WITH HIOSCO13 = 1
MISSING VALUES  CIOSCO12, CIOSCO13 (-99)
COMPUTE         CIOSCO14 = CIOSCO13 / CIOSCO12
RECODE          CIOSCO14 (0 THRU .4 = 1) (.4001 THRU 1=0)
VAR LABELS      CIOSCO14, PROPORTION OF TEACHERS IN IIC/
ASSIGN MISSING  CIOSCO14 (-99)

COMPUTE         CIOSCO1 = (CIOSCO11 * CIOSCO14)
VAR LABELS      CIOSCO1, STAFF PARTPN IN IIC WITH QUALIFICATION
ASSIGN MISSING  CIOSCO1 (-99)
```

Indicator 2: Frequency of Meetings (CIOSCO2)

Operations to do in CSCHOOL file

```
COMPUTE         CIOSCO21 = CV137E2
RECODE          CIOSCO21     (1,9=0) (2=1) (3=2) (4=3)
VAR LABELS      CIOSCO21, FREQUENCY OF IIC MEETINGS
COMPUTE         CIOSCO2 = CIOSCO21 * CV21002
ASSIGN MISSING  CIOSCO21, CIOSCO22, CIOSCO2
VAR LABELS      CIOSCO2, IIC MEETING FREQ--GIVEN IIC EXISTS
VALUE LABELS    CIOSCO21, CIOSCO2 (3) HIGHEST (0) LOWEST
```

Indicator 3: Time/Month Allocated to IIC Meetings (CIOSCO3)

Operations to do in CSCHOOL file

```
COMPUTE         CIOSCO3 = CV21013
RECODE          CIOSCO3 (4 THRU 9 = 4)
```

VAR LABELS	CIOSC03, HRS PER MONTH IN IIC MEETINGS
ASSIGN MISSING	CIOSC03 (-99)

Indicator 4: Minutes of IIC Meetings (CIOSC04)

Operations to do in CSCHOOL file

COMPUTE	CIOSC041 = CV21016
VAR LABELS	CIOSC041, MINUTES OF IIC MEETINGS
COMPUTE	CIOSC042 = CV21017
RECODE	CIOSC042 (-99 = 0)
VAR LABELS	CIOSC042, DISTRIBUTION OF IIC MINUTES
COMPUTE	CIOSC04 = CIOSC041 + CIOSC042
IF	(CIOSC041 EQ -99 OR 0) CIOSC04 = 0
VAR LABELS	CIOSC04, IIC MINUTES PROCEDURES
ASSIGN MISSING	CIOSC041, CIOSC042, CIOSC04

CIOSC

CIOSC is a weighted sum of the four components.

Operations to do in CSCHOOL file

COMPUTE	CIOSC = CIOSC01 + ((2 * (CIOSC02 + CIOSC03)) + CIOSC04
VAR LABELS	IOSC, IIC ADEQUACY/
ASSIGN MISSING	CIOSC (-99)
VALUE LABELS	CIOSC (0) MIN (30) MAX

Part IV: School Value of Intraorganizational Relations (CIOS)

CIOS is a weighted sum of CIOSA, CIOSB, CIOSC, and is constructed as follows:

Operation to do in CSCHOOL file

```
COMPUTE          CIOS = ((.5 * CIOSA) + (.3 * (30/22) * CIOSB) +
                        (.2 * (30/31) * CIOSC))
VAR LABELS       CIOS, IOS VALUE FOR SCHOOL
ASSIGN MISSING   CIOS (-99)
VALUE LABELS     CIOS     (0) MIN      (33.3) MAX
```

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Wayne Otto
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Reading and Communication

Marvin J. Fruth
Area Chairperson
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